"Leadership And Social Responsibility" Course As A Healing Tool To Help Students Bring Wellness Into Their Society

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Abstract: Three main purposes guided the current study. The first was to identify the role of "leadership and social responsibility" course as a healing tool to help students bring wellness into their society. The second was to explore if there is a statistically significant relationship between activities of "leadership and social responsibility" course at Jadara University and bringing wellness into the student's society. The third was to clarify if there are significant differences among students of Jadara University in perceiving social responsibility course activities as a healing tool to help students bring wellness into their society and some demographic variables. Main results of the study indicated that there is significant relationship between students' perceptions regarding the course of "leadership and social responsibility" and bringing wellness into their lives and societies .in addition there were no significant differences among students' perceptions regarding "leadership and social responsibility" course role that are attributed to their gender, college or academic year.

KEYWORDS: Healing; Jadara University; Leadership; Social Responsibility; Social Wellness

Introduction

Social responsibility is motivated by the power of caring about others and helping them. It's about the good in the universe, so people think that social responsibility can be a good indicator about the character of the person, the way in which he is perceived by others, and the most important is; how we perceive ourselves. Social responsibility is an ethical issue in which individuals are responsible for acting according to their social duty, and the actions of an individual must benefit the whole of society. In this way, there must be a balance between economic growth and the welfare of society and the environment. If this status is maintained, then social responsibility is achieved.

In higher education Students complete at least one social responsibility course before graduation. Social responsibility can be satisfied through designated course in the core curriculum, in the student's major, or taken as electives. More specifically, this course includes that students contribute in a number of community activities in which they can use their classroom knowledge with real experiences in the community. Universities are the hidden power in society and are also places of building culture of young students who will be tomorrow's future engineers. The world environment is full of social, environmental, and economic problems that have appeared increasingly due to COVID-19 (ECLAC, 2020). This raised the expectations about the role of the universities in promoting social stability and individual welfare.

Arroyave,Dasi and Redondo (2021) stated that this job requires that universities merge their teaching, research, and community service to having professionals with ethical values and sensitivity towards current problems so that they can contribute to the benefit of society (Bhattacharyya & Rahman, 2020; Claver-Cortés et al., 2020; Garde Sanchez, Rodriguez Bolivar & López-Hernández 2013; Ralph & Stubbs, 2014). Students linking to these objectives can explain their commitment to social responsibility, in whose development universities play a leading

role. According to Galvao, Mendes, Marques and Mascarenhas (2019), socially responsible act of organizations will depend, to a large extent, on aspects such as the attitudes, beliefs, and values of future professionals. In addition, Galvão et al. (2019) point out that these aspects can be nurtured or drained in terms of socially responsible criteria throughout the students' academic life.

From all mentioned above a conclusion can be drawn that it is a vital responsibility for universities to foster student commitment to social responsibility throughout a fixed course in university curriculum. These efforts includes the incorporation of scientific ethical, social, and environmental aspects in the study plans to promote students' sensitivity, reflections, conceptualizations, and behaviors that satisfy organizations and their stakeholders (Rodriguez et al., 2020). Also this role becomes even clearer when considering that university students' attitudes represent a reasonable indicator of their academic and professional performance (Larran et al., 2018). And a way in which they can reveal their education, ethics and even tellents (Arroiave et al., 2021).

Schools used to foster a culture of social responsibility through character education. Universities have also rang the bell to help their students be responsible citizens, listing associated skills as key graduate outcomes. Following students' involvement in the workplace, employers often expect them to maintain a high standard of ethical behavior, and, in our increasingly globalized society, workers of the future will need the skills to work effectively and respectfully with individuals from different cultural backgrounds. (Schneider & Hersh, 2005).

As many leaders from different campuses think, the so-called "hidden curriculum" taught by campus environment works against the academy's aims of preparing students for individual and social responsibility (Elkhateeb, Tasneem). There are many students on any campus who exhibit all the qualities of personal skills and social responsibility one might think of and many

programs that support them. Nonetheless, the evidence is abundant that students typically spend only a small percent of their campus life on studying; cheating is common; the violence culture is at cross-purposes with both ethical and academic values; the disconnect between student learning and student life indirectly invites students to keep their studies completely separate from the personal exploration that inevitably occurs in college; and because of this separation, students frequently are left to their own culture in addressing the spiritual, ethical, and interpersonal challenges they encounter in their colleges (kuh,2005).

Based on a review of multiple contexts for social responsibility, there were four key dimensions of competence identified: multicultural, ethical, civic, and environmental. Efficiency in these areas will strengthen student success and support developing ethical citizenship society. While educational institutions and employers emphasize the importance of social responsibility, research indicates a need to further support students in their development of these skills. The researcher hope that this study will address the benefits and advantages of teaching and practicing social responsibility. Research supports several effective strategies for enhancing social responsibility, while this paper will highlight the utilization of social responsibility to teach students in higher education how their actions affect the world and the lives of people around the globe (yarbo & ventura, 2019).

The main purpose of the current study was to answer the following questions:

1- What is the role of leadership and social responsibility course as a healing tool to help students bring wellness into their society?

2- Is there a statistically significant relationship between activities of "leadership and social responsibility" course at Jadara University and bringing wellness into the students' society?

3- Are there any significant differences among students of Jadara University in perceiving

social responsibility course activities as a healing tool to help students bring wellness into their society and the following demographic variables: (a) the gender of the student, (b) the type of the college of the student, (c) the academic level of the student.

The aims of this study are to identify the role of leadership and social responsibility course as a healing tool to help students bring wellness into their society and to explore if there is a statistically significant relationship between activities of "leadership and social responsibility" course at Jadara university and bringing wellness into the students society. Also to clarify if there are significant differences among students of Jadara University in perceiving social responsibility course activities as a healing tool to help students bring wellness into their society and the following demographic variables: (a) the gender of the student, (b) the type of the college of the student, (c) the academic level of the student.

The importance of this study stems from the assumption that universities have to tell their students about current issues and make them aware of it. It would not allow the students to close their eyes for their surroundings as they did in the past and till now. There is a dire need to bring paradigmatic change in the university's thoughtfulness and their structure. This study would be useful for

- Educational personnel in universities in general.
- Decision makers at Jordanian universities in particular.
- Educational researchers to conduct more researches on topics related to social. Responsibility and educational curricula.
- Scientific libraries and researchers.

The study included the concept of the following terms:

- **Jadara University**: Established in 2005, Jadara University is a private higher-education institution located in the urban setting of the medium city of Irbid (population range of 250,000-499,999 inhabitants). Officially recognized by the Ministry of Higher Education and Scientific Research of Jordan, Jadara University (JU) is a coeducational Jordanian higher education institution. Jadara University (JU) offers courses and programs leading to officially recognized higher education degrees in several areas of study. International applicants are eligible to apply for enrollment. JU also provides several academic and non-academic facilities and services to students including a library, as well as administrative services.
- **Social Responsibility (SR)**: Social responsibility means maximizing shareholder value, acting in a manner that benefits society. Social responsibility has become increasingly important to investors and consumers who seek investments that are not just profitable but also contribute to the welfare of society and the environment. However, critics argue that the basic nature of business does not consider society as a stakeholder (Ganti, 2021).
- **Leadership and Social Responsibility Course**: a course that students at Jadara University have to undergo as a selective course in their study plan.
- **Healing**: Healing is a positive, subjective, unpredictable process involving the conversion to a new sense of wholeness, spiritual grow, and reproduction of life. Healing is the personal experience of transforming to wholeness and stability (Firth, 2015).
- **Social Wellness**: Social wellness involves building healthy, nurturing, and supportive relationships as well as fostering a genuine connection with those around you. Conscious actions are

important in learning how to balance your social life with your academic and professional lives. Social wellness also includes balancing the unique needs of romantic relationships with other parts of your life.

Literature review and Theoretical framework

Social work has been searched for many years now, but the effect of Individual Social Responsibility (ISR) on the communities and the global environment is also becoming extremely important. ISR is about individuals becoming responsible in their actions affecting their communities in their environment and also beyond it. ISR includes the engagement of each individual in the community where they are members in it, actively contribute in its survival, and make efforts to solve its problems. One of the main ideas of ISR is to make the universe a better place. In addition, one finds these motives are mutually interdependent, and both policymakers and social activists must have a good understanding of these interactions to effectively influence individuals' desires to engage in socially responsible behaviors (Castellino,2021).

As stated by Ramos et al. (2018) having a closer look at ISR literature will reveal studies relating to the impact of ethics education, such as the works by Pascarella, Ethington and Smart (Ishitani, 2006) that addressed the role of universities in fostering humanitarian values (Galan.2012). The impact of volunteering during student's study years, the effect of classes in education for personal and social responsibility (Reason, Rider & kee, 2013), and the utilization of gifts and abilities related to social responsibility and humanitarian Activities (Hernandez De Hahn, 2014).

In addition, Reason et al. 2013 explored the role of higher education in tutoring personal and social responsibility was presented from which several conclusions can be drawn about the effect of learning social responsibility and personal

development for students during their university life (Sanchez Gonzalez et al., 2016).

In the context of the evaluation of students' social responsibility, it is necessary to explore the analysis of the workability of the Social Responsibility in relation to the students' morals and believes, Larran and others work on studying the relation and effect of social responsibility and ethics in certain courses from the field of organization management (Larran,2017), development of collaborative work as a methodology for guiding engineers to practice social responsibility (Lappalainen, 2011), Also Gordon and Doyle (Gordon, 2011) presented a set of conclusions About teaching of individual and social responsibility and transferring of education in light of the Social Responsibility for University Students context.

Buyolo in 2015 (Buyolo,2015) stated that of the 71 Spanish universities that have used the Business Management course, only 24 teaches courses relating to social responsibility, and of this 32%, only the University of the Fraser Valley had made continuous evaluation including the integration of values and aptitudes (Zeng et al., 2020). In addition other research Areas provide models for the assessment of the effect of using active methodologies, like our social practices on students' learning (Robledo, 2015) or procedures for validating instruments of evaluating social work (Garcia et al.,2015).

According to Qi (2020). The late publication of Covid-19 cases is the product of habitual thinking, the characteristics of the first groups of experts sent to the zero contagion zone, which is the result of behavior based on old habits, which causes fixation errors (Zhou et al., 2020). This is aggravated due to the behavior of the Chinese scientific community that relativized the true gravity, speed, danger and impact that it is causing to the population (Liu et al., 2020), being socially irresponsible (Saturno-Hernández et al., 2015; Severino- González, Pujol-Cols & Lazzaro-Salazar, 2019), particularly from virologists (Gu & Li, 2020).

On the other hand, responsibility resulting from decision-making and its impact on society can be conceived from the perspective of social responsibility (Teran Rosero et al., 2017; Ramirez; Villalobos & Herrera, 2018; Villalobos, Ramirez & Diaz-Cid, 2019; Severino-Gonzalez, Martin-Friorino & Gonzalez-Soto, 2019). That is why the social responsibilities of political leaders are high (Remuzzi & Remuzzi, 2020), due to the impact that they have on the population. In this regard, the responsibility of various actors in society are added, such as the media, who through their distribution channels can generate behavior favorable or unfavorable predisposition of all the political and social events (Tapia and Bouza, 2020).

As Gonzalez et al . (2020) stated, social responsibilities of higher education institutions lay in teaching ethical citizenship, which is characterized by a socially responsible behavior (Severino-Gonzalez et al., 2019). Which supports the deployment of socioemotional or emotional affective strategies in the context of risks and challenges (Annia et al., 2019; Ríos et al., 2019; Ríos et al., 2020; Valdez-Garcia et al., 2020). Where educational strategies allow for the development of motivations for the respecting the rules of social distancing, using masks, among others; shaping a positive attitude and socially responsible behavior (Oosterhoff et al., 2020). Finally, greater social awareness would allow for a drastic decrease in the amount of infected individuals (Mahmud et al., 2020).

Methodology

This study employed the survey method as its research methodology.. A variety of statistical techniques were utilized in this research; Descriptive statistics , t-test and means and one-way analysis of variance were used as the main statistical techniques.

Instrumentation

The survey instrument used in this study compromised Two sections: (1) Demographic Information Questionnaire. (2) Leadership and Social Responsibility Course as a Healing Tool to Help Students Bring wellness Into Their society Questionnaire. In order to assure the psychometric properties of the questionnaires, internal consistency measures of reliability were computed for the instrument by calculating Cronbach's alpha coefficient. As a result, the internal consistency rating for the 54 item scale was high, with a coefficient alpha of 0.92.

Social Responsibility Questionnaire.

Social Responsibility Questionnaire was developed by the present researcher based on adulrazzaq (2014) questionnaire. Eight specialists in education reviewed the developed questionnaire and two of them asked for some modifications. The final copy of the questionnaire took these modifications in consideration. The developed questionnaire comprises 54 items and each item has a five-point Likert rating scale ranging from strongly disagree (1) to strongly agree (5). Social Responsibility Questionnaire describes Social Responsibility in term of Three dimensions: The role of the lecturer , Activities, and the curriculum.

As shown in Table (2), computed coefficient alphas for each subscale were judged to be acceptable based on Nunnally and Bernstein's (1994) criterion of alpha being greater than 0.70. Demographic Information Questionnaire. Demographic Information Questionnaire was developed by the researcher to yield descriptive information concerning each participant. Questions regarding gender, type of college, the university year were included in the demographic information questionnaire.

Demographic Information Questionnaire

Demographic Information Questionnaire was developed by the researcher to yield descriptive information concerning each participant. Questions regarding gender, type of college and the university year were included in the demographic information questionnaire.

Sample and Data Collection

Participants of this study were the researcher students of leadership and social responsibility course at Jadara University in Jordan. Of 70 student who enrolled in the course during the first semester 2021/2022, 56 responded to the instrument of the study by voluntary completing and returning usable surveys making the response rate 81.4%. The data collection method was a self-administered electronic- based questionnaire. Data gained from the returned questionnaires indicated that the majority of the students who responded were33 females (58.9%), while males were 23 (41.1%). A comparison of the group of respondents revealed that 17 (32.1%) of the faculties were in humanities colleges, while 39 (67.9%) of the faculties were in scientific colleges. Students in this study were 41 (74.5%) in their first university year, 8 (10.9%) were in their second university year, 6 (14.5%) were in their third university year. The demographic data for the students who participated in this study are shown in Table I.

Table (1).Division of Students by Gender, Type of College, and the Academic university Year

Variable	Number and percentage of total
Gender	females 33(58.90%), while males were 23 (41.11%).
College	17 (32.11%) of the faculties were in humanities colleges, while 39 (67.90%) of the faculties were in scientific colleges
Academic university year	41 (74.50%) in their first university year, 8 (10.90%) in their second university year, 6 (14.50%) in their third university year.

Table 2. Reliability and Coefficients for the Organizational Culture Survey

Factor	Cronbach Alpha	No. of Items
The role of lecturer	0.81	20
The role of the activities	0.76	18
The role of the curriculum	0.84	18
Overall cronbach Alpha for the instrument	0.76	54

Results

Firstly, descriptive statistics of all the variables in this study were determined using SPSS analysis option. Out of range values and missing data clarified that no out of range values were used and that apply for each variable, missing data was not detected either. Finally, diagnosis of the data did not reveal any restrictions of t-tests and ANOVA assumptions. With regard to the instrument categories, the scales used were as follow:

1 - 1.49: very low; 1.50 – 2.49: low; 2.50 – 3.49: moderate; 3.50 – 4.49: high application; 4.5 and higher: very high degree.

The first question of this study concerned determining the role of Leadership and Social Responsibility Course as a Healing Tool to Help Students Bring wellness Into Their society. The mean values and standard deviations for students' responses to these items are presented in Tables 3 through 5. According to Table 1, the overall mean score for all items related to the role of lecturer

was (4.75), indicating, on average, high degree of this aspect. Moreover, means of the items ranged from (3.64) to (4.71), reflecting high degree of this aspect as perceived by the students enrolled in the course of leadership and social responsibility at Jadara university in Jordan.

Table 3. Descriptive Statistics for the Items of the Lecturer Role Aspect

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Q1	56	4.00	5.00	4.71	0.06	0.46
Q2	56	3.00	5.00	4.66	0.07	0.52
Q3	56	3.00	5.00	4.61	0.08	0.56
Q4	56	4.00	5.00	4.82	0.05	0.39
Q5	56	4.00	5.00	4.79	0.06	0.41
Q6	56	3.00	5.00	4.66	0.07	0.55
Q7	56	2.00	5.00	4.59	0.09	0.71
Q8	56	2.00	5.00	4.64	.086	0.65
Q9	56	3.00	5.00	4.70	.067	0.50
Q10	56	2.00	5.00	4.66	0.08	0.61
Q11	56	3.00	5.00	4.70	0.07	0.51
Q12	56	1.00	5.00	4.56	0.11	0.83
Q13	56	3.00	5.00	4.70	0.07	0.51
Q14	56	4.00	5.00	4.71	0.06	0.46
Q15	56	4.00	5.00	4.73	0.06	0.45
Q16	56	3.00	5.00	4.61	0.07	0.53
Q17	56	3.00	5.00	4.68	0.07	0.54
Q18	56	4.00	5.00	4.73	0.06	0.45
Q19	56	3.00	5.00	4.68	.073	0.54
Q20	56	3.00	5.00	4.64	0.08	0.59
lecturer	56	4.00	6.60	4.75	0.06	0.46
Valid N (listwise)	56					

On the other hand, results presented in Table 4 and Table 5 revealed that the overall mean score for items of the activities and curriculum aspects were (4.62) and (4.82) respectively, indicating, high degree in this aspect too. Items of both standards confirmed the high attitudes of those two aspects. Furthermore, one item in planning for lecturer aspect had a score of more than (4.82). This item was "The instructor takes the needs and circumstances of the students into consideration".

Table 4. Descriptive Statistics for the Items of the Activities Role Aspect

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Q21	56	2.00	5.00	4.63	0.08	0.62
Q22	56	2.00	5.00	4.55	0.09	0.69
Q23	56	2.00	5.00	4.54	0.08	0.60
Q24	56	2.00	5.00	4.63	0.09	0.68
Q25	56	2.00	5.00	4.63	0.08	0.59
Q26	56	2.00	5.00	4.61	0.08	0.62
Q27	56	2.00	5.00	4.55	0.08	0.63
Q28	56	2.00	5.00	4.52	0.10	0.71
Q29	56	2.00	5.00	4.55	0.08	0.63
Q30	56	2.00	5.00	4.55	0.08	0.63
Q31	56	2.00	5.00	4.54	0.08	0.63
Q32	56	2.00	5.00	4.59	0.10	0.73
Q33	56	2.00	5.00	4.59	0.10	0.73
Q34	56	2.00	5.00	4.61	0.09	0.70
Q35	56	2.00	5.00	4.56	0.09	0.71
Q36	56	2.00	5.00	4.55	0.10	0.71
Q37	56	2.00	5.00	4.59	0.09	0.65
activities	56	2.00	7.41	4.63	0.09	0.68
Valid N (listwise)	56					

Table (5). Descriptive Statistics for the Items of the Curriculum Role Aspect

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Q38	56	4.00	5.00	4.77	0.06	0.43
Q39	56	3.00	5.00	4.64	0.07	0.55
Q40	56	4.00	5.00	4.64	0.06	0.48
Q41	56	2.00	5.00	4.63	0.08	0.62
Q42	56	3.00	5.00	4.66	0.07	0.51
Q43	56	2.00	5.00	4.69	0.08	0.57
Q44	56	2.00	5.00	4.57	0.08	0.63
Q45	56	2.00	5.00	4.61	0.08	0.60
Q46	56	3.00	5.00	4.55	0.08	0.60
Q47	56	4.00	5.00	4.68	0.07	0.47
Q48	56	2.00	5.00	4.57	0.08	0.63
Q49	56	2.00	5.00	4.59	0.09	0.68

Q50	56	3.00	5.00	4.61	0.07	0.53
Q51	56	4.00	5.00	4.68	0.06	0.47
Q52	56	2.00	5.00	4.68	0.08	0.61
Q53	56	3.00	5.00	4.64	0.07	0.52
Q54	56	3.00	5.00	4.71	0.06	0.49
curriculum	56	3.65	7.94	4.82	0.10	0.75
Valid N (listwise)	56					

The second question of the study was to determine if there are a statistically significant relationship between activities of "leadership and social responsibility" course at Jadara University and bringing wellness into the students' society?

Table (7) revealed that there is significant relationship between students' perceptions regarding the course of "leadership and social responsibility" and bringing wellness into their lives and societies (α≤ 0.01) ,(α≤ 0.05).

Table 6. Correlation between Each Aspect and Students' Perceptions Regarding "Leadership and Social Responsibility" Course Role

		Lecturer	**activities**	**curriculum**	**overall**
lecturer	Pearson Correlation	1	0.14	0.44**	0.68**
	Sig. (2-tailed)		0.30	0.01	0.00
	N	56	56	56	56
activities	Pearson Correlation	0.14	1	0.27*	0.67**
	Sig. (2-tailed)	0.30		0.05	0.00
	N	56	56	56	56
curriculum	Pearson Correlation	0.44**	0.27*	1	0.82**
	Sig. (2-tailed)	0.01	0.05		0.00
	N	56	56	56	56
overall	Pearson Correlation	0.68**	0.67**	0.82**	1
	Sig. (2-tailed)	0.00	0.00	0.00	
	N	56	56	56	56
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

The third objective of the study was to determine if differences exist in students' perceptions based on gender, type of college and academic university year. In the case of gender,

Table (8) revealed that there were no significant differences among students' perceptions regarding "leadership and social responsibility" course role that are attributed to their gender (α≤ 0.05).

Table 7.The Differences between Students Males and Females in the Role of Lecturer Aspect

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
lecturer	male	23	4.77	0.45	0.09
	female	32	4.73	0.48	0.09

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
lecturer	Equal variances assumed	0.00	0.95	0.26	53	0.79	0.03	0.13	-0.22-	0.29
	Equal variances not assumed			0.27	49.31	0.79	0.03	0.13	-0.22-	0.29

Table 8.The Differences between Students Males and Females in the role of activities aspect

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
activities	male	23	4.70	0.78	0.16
	female	32	4.56	0.62	0.11

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
activities	Equal variances	0.55	0.46	0.77	53	0.45	0.15	0.19	-0.23-	0.52

			0.74	40.98	0.46	0.15	0.20	-0.25-	0.54
assumed									
Equal variances not assumed									

Table 9.The Differences between Students Males and Females in the role of curriculum aspect

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
curriculum	male	23	4.7775	.81101	.16911
	female	32	4.8456	.72795	.12868

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
curriculum	Equal variances assumed	0.01	0.94	0.32-	53	0.75	-0.07-	0.21	-0.49-	0.35
	Equal variances not assumed			320-	44.31	0.75	-.068-	0.21	-0.50-	0.360

Utilizing one-way analysis of variance, as can be observed in Table (10), (11) and (12) indicated that there were no significant differences among the three university level academic years on the following aspects lecturer, activities and curriculum.

Table 10.The Differences among the Three Academic Years on the Lecturer Aspect of the Questionnaire

ANOVA					
lecturer					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.20	4	0.05	0.22	0.93

	Sum of Squares	Df	Mean Square	F	Sig.
Within Groups	11.61	51	0.23		
Total	11.81	55			

Table 11.The Differences among the Three Academic Years on the Activities Aspect of the Questionnaire

ANOVA					
Activities					
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	0.41	4	0.10	0.21	0.93
Within Groups	25.32	51	0.50		
Total	25.73	55			

Table 12.The Differences among the Three Academic Years on the Curriculum Aspect of the Questionnaire

ANOVA					
Curriculum					
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	10.05	4	2.512	6.12	0.00
Within Groups	20.95	51	0.41		
Total	30.99	55			

Conclusions

Social responsibility of individuals in the society has been gaining attention over the last several years both at an internal and external level. The level of social responsibility as well as individual social responsibility has been shown to have a positive impact on the overall stability in the community. Given this trend, more universities are involved in incorporating social responsibility course work into their curriculum that either emphasizes social responsibility and ethics, or requires students to get out into the community for service as an essential component of the curriculum (Hatch and Stephen , 2015).

This study examined the effects of incorporating" Leadership and social Responsibility" course into Jadara university curriculum. In order to look at the effects of the students' social responsibility, the researcher surveyed a sample of undergraduate students enrolled   in the "leadership and social responsibility course" at the university. Then the researcher measured their attitudes toward the effectiveness of the course in improving their individual social responsibility skills. In general, the results seem to indicate that implementing this type of curricular courses is beneficial to the students in different types of colleges and academic years. The results of the study provide an inside look at how students who have

completed the" leadership and social responsibility" course perceive their own level of individual social responsibility as well as their attitudes toward the lecturer, activities and curriculum.

Concerning the first question of the study: what is the role of "leadership and social responsibility course" as a healing tool to help students bring wellness into their society? The results showed that the students considered the course as an effective tool to help them to be useful citizens in their society and improve their social skills as well as communication skills. Furthermore they perceived the "leadership and social responsibility course" as being effective in building and supporting their love and loyalty to their country.

Having a closer look at the results reveals that the students perceived the curriculum aspect as the most useful element in improving their social skills they need to bring wellness into their societies , and this can be explained by the strength of the curriculum designed for the course as it includes many leadership and social responsibility concepts, skills and strategies. Furthermore its includes a series of discussion papers for the king of Jordan Abdullah Althani bin Alhussein , His Majesty lays out perspectives on specific elements of the journey towards realizing the future. The aim of these papers is to facilitate a national conversation around the reform movement and the democratic transformations to build consensus, encourage citizens' participation in decision-making process, and sustain the development stages for reform.

Direct outreach is the most vital and distinctive feature of His Majesty King Abdullah II's relationship with citizens. In light of the democratic transition and intensive reform process Jordan is undergoing, His Majesty decided to take a further step in his outreach mechanism with citizens through the publication of a series of discussion papers on various media platforms. Through the papers, His Majesty offers a Royal patronage for unrestricted, constructive and intelligent discussions on Jordan's future, by dissolving red lines and reiterating that Jordanians themselves hold the key to their own destiny. While there is much domestic political debate, the papers, in their sequence, lay out the requirements for democracy and positive discourse, offer a wider and long-term perspective to current political discussions and merge the various opinions into a comprehensive practical and translatable platform. Furthermore, the Royal vision presented in the papers reiterates Jordanian core values and safeguards from dilution. These papers present the base for building social, loyal and ethical citizenship behavior.

With regard to the second question of the study: Is there a statistically significant relationship between "leadership and social responsibility" course at Jadara University and bringing wellness into the students' society? The results revealed that there is a strong relationship between them. This relationship may result from the student's relation with the lecturer, the second aspect of the study. The highest item was "The instructor takes the needs and circumstances of the students into consideration". Understanding the students' needs and interests will help to provide them with quality learning. By giving them the opportunity to explore areas they are interested in they will be more likely to engage with the learning procedures.

Also, concerning the third question of the study: Are there any significant differences among students of Jadara University in perceiving social responsibility course activities as a healing tool to help students bring wellness into their society and the following demographic variables: (a) the gender of the student, (b) the type of the college of the student, (c) the academic level of the student? The results showed that there weren't any significant differences between students in their attitudes toward "leadership and social responsibility course" related to the gender, college or academic year. This reveals a strong understanding of social responsibility and its importance in our societies.

Recommendations

Upon completion of this study, the following recommendations were made by the researcher:

1. Social responsibility initiatives which adhere to the needs of students and society as well should take place in Jordanian universities and all the time of the year.
2. Continuous Improvements should take place in order to connect the curriculum of social responsibility courses with the real world and lead to develop positive attitudes among students toward social work and the value of work for the good of society.
3. Institutions of higher education should keep utilizing the electronic learning system to complement traditional teaching approaches especially with the field of social responsibility courses. As mentioned before, teachers should use technology tools to improve their students learning. On the other hand, students should be technology literate in relation to their profession to be better able to compete locally, regionally, and internationally.
4. University administrators are recommended to demand their instructors to develop a social work evaluation records for their students during their courses.
5. These competency records can be used to demonstrate students' progress and development with regard to their profession and handle expected problems accordingly.
6. Universities are responsible to establish social responsibility centers in each university in order to provide services to the community and the enhancement of ethics and citizenship values.

Limitations

-The research is committed to the following limitations during this study:

- Spatial limits: The study was conducted at Jadara University.

- Time Limits: This study was conducted in the year 2021/2022, where the results of the study are linked to this academic period based on the circumstances under which the results were reached.

- Human Frontiers: The study is limited to students of Jadara University for the academic year 2021/2022

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